A.—Sri VEERENDRA PATIL (Minister for Public Works).—

(*a*) A comprehensive reference has been made to the Ministry of Railways, Central Government.

(*b*) (i) Broad-gauging the line between Hospet and Hubli and Hubli and Goa;

(ii) A broad-gauge line to connect Karwar Port with Poona–Bangalore line at Hubli or near about;

(iii) Kottur-Harihar line.

(iv) A new line from Harihar to connect Hassan-Mangalore line near Moodabidari or near about.

(v) A new line from Talguppa to Karwar *via* Sirsi.

(vi) A new line from Gadag to Wadi;

(vii) Chamarajanagara—Sathyamangalam Railway line.

(viii) Conversion of the Guntakal-Bangalore M. G. line to B. G.

(*c*) No survey work has been ordered except in respect of Hospet–Goa Section and Sathyamangalam-Chamarajanagar Railway. In case of Hubli-Karwar Railway' a traffic appreciation was made but not a regular traffic survey.

CLARIFICATION BY SRI P. F. D' MELLOW IN THE MYSORE SECONDARY EDUCATION EXAMINATION BOARD BILL, 1965.

MR. SPEAKER.—The Hon'ble member Mr P.F. D'Mellow wanted to make a personal statement with regard to certain things that transpired in the course of the Mysore Secondary Education Examination Board Bill.

He may do so.

MAJOR P. F. D. MELLOW (Nominated).—Mr. Speaker, Sir, in the course of his reply to the debate on the Mysore Secondary Educational Examination Board Bill, last Thursday, when dealing with some of the points I had made, the Hon'ble Education Minister appeared to have expressed himself in a manner which suggested that he misunderstood me, in particular the purport of the observation concerning trends in the fields of education throughout the Country. and which have been described as tending to assume ' regional and parochial' patterns.

I am deeply distressed that this should be so, for if there is any one whom I have had a great deal of understanding and sympathy in my work on behalf of education, it is the Hon'ble Minister Sri Kanthi.

Allow me, Sir, to state that I claim no originality for the observation, nor am I its author. It will be found that far more competent observers than I, when dealing with falling standards, in their memoranda to the education Commission have made precisely the same observation, without this occasioning any offence, previously.

(SRI P. F. D'MELLOW)

Read in the context in which I used it, it will be seen that the observation merely emphasises the feelling that we should set about seeking some minimum measure of Co-ordination in educational standards, and at the same time grasp the opportunity of making education serve as an instrument for national integration.

MR. SPEAKER.—Sir, my own understanding of the criteria for determining educational standards is that the language medium for imparting instruction is not necessarily among the most important and that what matters more is the content of the syllabus of studies, the quality of the text books prescribed and above all the teaching techniques adopted to help the student acquire a proper understanding of his subject.

This, Sir, is how I had hoped I should be understood when I pleaded for an assurance from Government concerning those secondary schools which have been found to satisfy these other criteria I mention, quite apart from the language medium employed.

I took by way of example the syllabus and standards achieved by schools preparing students for the Indian School Certificate Examination and which the Hon'ble Minister has himself agreed are of a high order. It was this standard that I wished to see accepted for all our high schools. I desired to see this standard preserved and developed for the benefit of education in the State as a whole more so because of its all-India character and the advantages that it has conferred on students required to compete on an all-India basis.

My main concern was for all schools preparing students for the Indian School Certificate Examination, and not the fourteen designated 'Anglo-Indian', for it must not be forgotten that our excellent Sainik and certain other types of Public Schools are also affiliated to the Council for the Indian School Certificate Examination to no less extent than the 'Anglo-Indian' Schools.

Sir, if the Hon'ble Education Minister will be kind enough to call for my speech now on record, he will readily agree that I actually did ask for the retention of the Anglo-Indian Secondary Certificate Examination taken by Anglo-Indian Schools in this State at the end of Standard X.

If I referred to this examination at all, it was in the context of the syllabus, and I for my part have no objection to its abolition should Government now consider it an anomaly, that must be removed. I only asked that it should be withdrawn after allowing schools and students taking this examination time to adjust themselves.

Mr. Speaker, quite apart from the fact that the Council for the Indian School Certificate Examination is at present considering a X Standard Examination of its own, students preparing for the Indian School Certificate Examination at the end of Standard XI, who may

wish to discontinue their studies after the Tenth Class Examination, suffer no great handicap, seeing that both the Union Public Service Commission as well as the Railway Service Commission recognise this Class Examination Certificate for many purposes including entrance into the National Defence Academy and service in the Railways.

Mr. Speaker, I am most grateful to the Hon'ble Minister for the categorical assurance he gave that Government had no intention of interfering in any way with the schools preparing students for the Examinations conducted by the Council for the Indian School Certificate Examination. That is all I ever sought, and I repeat I am grateful to him.

Should the Hon'ble Education Minister be pleased to call for my speech he will see that the facts are as I have now explained, and that he was unfortunately mistaken in thinking some of my observations likely to cause offence. As I have stated earlier, it is inconceivable that I should risk offending an Hon'ble Minister on whose good will and understanding the success of my work depends.

I ask the Hon'ble Minister to please accept this explanation and the assurances that it carries.

Thank you, Sir.

Sri S. R. KANTHI (Minister for Education).—I did not take it as a personal thing. After all, what he said was that education was becoming parochial and regional, but I said that in Mysore it was not so.

Mr. SPEAKER.—If both of the Hon'ble Minister and the member are satisfied, I am happy and the House is happy.

BUSINESS OF THE HOUSE

Mr. SPEAKER.—Regarding the Food Statement, I am told copies have not been circulated.

Sri C. J. MUCKANNAPPA (Sira).—They have just been circulated.

Mr. SPEAKER.—What shall we do ?

Sri S. M. KRISHNA (Maddur).—It may be taken up tomorrow.

Mr. SPEAKER.—I suppose the Government is agreeable to it.

Sri B. D. JATTI (Minister for Food).—Yes.

Mr. SPEAKER.—It will be taken up tomorrow.

MYSORE URBAN LAND TAX BILL, 1966.

Motion to consider—(contd.)

Mr. SPEAKER.—After I left the House the other day, a point of order was raised. Sri V. S. Patil raised the point of order and claimed